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AUTHOR Renfroe, William; And Others
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ABSTRACT

This document comprises a report on the number of students in the Los Angeles Unified School District (LAUSD) who graduated, dropped out, or transferred during the 1985-86 school term. Students covered include 42,661 who dropped out of secondary schools, 58,233 in secondary schools who transferred from one school to another, and 25,067 who graduated from high school in June 1986. Data from student records and district reports were analyzed according to ethnicity, gender, grade, age, and type of school. The following findings are discussed: (1) the number and percentage of twelfth graders who graduated; (2) the differences in graduation rates analyzed by ethnicity, gender, and type of school; (3) the number of junior high students who dropped out analyzed by gender, age, grade, and ethnicity; (4) the number of senior high students who dropped out analyzed by gender, age, type of school, grade, and ethnicity; (5) the reasons why students dropped out; (6) the number of junior high students who transferred analyzed by gender, grade, and ethnicity; and (7) the number of senior high students who transferred, analyzed by type of school, grade, and ethnicity. Areas for future research are suggested. Statistical data are included on 11 graphs. The appendices comprise the following material: (1) 15 tables of statistical data; (2) a copy of the transfer record form; and (3) lists of reasons for leaving school as a transfer or dropout. A list of 12 references is also appended. (FMW)

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Graduates, Dropouts, and Transfers

in the

Los Angeles Unified School District, 1985-86

Publication No. 514

This Report Was Prepared By

William Renfroe, EdD
Dan Pike, PhD
Leo Weisbender, PhD

Research and Evaluation Branch
Los Angeles Unified School District
March 1988

LOS ANGELES UNIFIED SCHOOL DISTRICT

Leonard M. Britton
Superintendent

APPROVED:
Floraline I. Stevens
Director
Research and Evaluation Branch

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EXECUTIVE ABSTRACT

DESIGN OF THE STUDY

The major purpose was to present information on LAUSD students who graduated, dropped out, or transferred during the 1985-86 school term by ethnicity, gender, grade, age, and type of school.

This study was designed to answer seven research questions:

Graduates

1. What number and percentage of 12th graders graduated?

2. What differences were there in graduation rates for ethnicity, gender, and type of high school?

Dropouts

3. How many junior high students dropped out, by gender, by age, by grade, and by ethnicity?

4. How many senior high students dropped out, by gender, by age, by type of school, by grade, and by ethnicity?

5. What were the reasons students dropped out?

Transfers

6. How many junior high students transferred, by gender, by grade, and ethnicity?

7. How many senior high students transferred by gender, by type of school, by grade, and by ethnicity?

MOTIVATION FOR CONDUCTING THE STUDY

Why was this study conducted?

Factors that influenced LAUSD to conduct this study were:

- Separate reports similar to parts of this one were being published, but several of them (e.g., early leavers, and graduation and attrition) were frequently misinterpreted as dropout reports. It was decided to publish a single comprehensive report that clearly separated dropout data from all other, and still allowed comparisons.
- State law requires local districts to collect and report specified information on school dropouts, graduates, and student attendance factors.
- LAUSD has a vested interest in research that could be used to improve educational programs.
- LAUSD is committed to providing decision makers with student information.

Response

Carefully considering the above issues, LAUSD responded by:

- establishing procedures for identifying dropouts
- implementing a system for collecting dropout data
- making better use of transfer and graduate databases

SAMPLING DESIGN

Who were the subjects for this study?

Participants

Participants in this study were LAUSD students in 1985-86:

- 42,661 who dropped out of secondary schools
- 58,233 in secondary schools who tranferred from one school to another
- 25,067 who graduated from high school in June 1986

Implementation

Data from the following sources were analyzed:

- Dropout reports from district secondary schools
- Data summaries from Pupil Statistics and Report Section
- Ethnic Survey Final Preliminary Report, Fall 1985
- Ethnic Survey Report, Fall 1985
- Graduation and Attrition Rates in LAUSD Senior High Schools, Class of 1983.

RESEARCH QUESTION 1

What number and percentage of 12th graders graduated?

Number of 12th Graders Enrolled, October 1985	Number of June 1986 Graduates	% of 12th Graders Graduated
28,393	25,078	88%

The 1986 graduation rate of 88% is a 3-percentage-point increase over 1985.

RESEARCH QUESTION 2

What differences were there in graduation rates for ethnicity, gender, and type of school?

Ethnicity	% of Graduates	% of 12th Graders Enrolled
Black	21%	21%
Hispanic	36	36
White	30	31
Other ethnic groups	13	12

Gender	Graduation Rate, School Type		
	Regular	Magnet	Continuation
Male	49%	42%	42%
Female	51	58	58

Type of High School	% of Graduates
Regular	91%
Magnet	6
Continuation	2
Schools for Handicapped and Opportunity	0.2

Conclusions

- Ethnic group proportions of graduates closely paralleled the 12th grade ethnic enrollment in senior high schools.
- Female graduation rate is slightly higher than male.
- Over 90% of the graduates completed their work in regular high schools.

RESEARCH QUESTION 3

How many junior high students dropped out, by gender, by age, by grade, and by ethnicity?

Variable	Number	%
Gender		
Male	8,967	52%
Female	8,236	48
Total	16,581	
Ethnicity		
Black		33
Hispanic		45
White		16
Other ethnic groups		6

Grade: 7th graders had the highest junior high school dropout rate (45%).

Age: 13-year-olds had the highest junior high school dropout rate (32%).

Conclusions

- Junior high males were more likely to drop out than females.
- Grade 7 (predominantly 13-year-olds), the transitional grade, had the highest dropout rate.
- Black and Hispanic students constituted about 78% of junior high dropouts.
- Black students were 33% of the dropouts, a 14-percentage-point over-representation relative to their enrollment proportion, 19%.
- Other ethnic group dropout percentages were slightly under their proportion of enrollment.

RESEARCH QUESTION 4

How many senior high students dropped out by gender, by age, by type of school, by grade, and by ethnicity?

Senior High Dropouts	Males N	Males %	Female N	Female %	Total
Type of School					
Regular and Magnet	12,716	55%	10,505	45%	23,221
Continuation	644	56	502	44	1,146
Schools of Choice	636	43	829	57	2,465
Opportunity	82	45	99	55	181
Schools for the Handicapped	43	64	24	36	67
Total	13,661	54%	11,502	46%	25,163

Ethnicity: Black dropouts in senior high school (21% of enrollment and 24% of dropouts) and Hispanic dropouts (44% of enrollment and 48% of dropouts) were slightly over represented.

Grade: Over 50% of regular high school dropouts were 10th graders.

Age: More 17-year-olds dropped out than any other high school age groups.

Conclusions

- Generally, males dropped out more often than females.
- More females than males were dropouts from schools of choice.
- Regular high schools account for more than 90% of the dropouts.
- More 10th graders dropped out than students in other grades.
- Students were more likely to drop out at age 17 than at other ages.
- Black and Hispanic students were slightly overrepresented, relative to enrollment proportions.

RESEARCH QUESTION 5

What were the reasons students dropped out?

Reason for Dropping	% of Sample (N = 5,780)
Whereabouts Unknown	38%
Overage (18 or older)	26
Institutionalized	12
Work	10
Pregnancy	2
Training not Leading to a Diploma	2
Poor Attendance	2
Other	8

Conclusions

- The reason attributed to the largest group of dropouts is Whereabouts Unknown.
- Over one-fourth of dropouts terminated their school attendance because they were 18 or older and considered themselves too old for high school.
- Having to work accounted for 10% of students dropping out.
- Pregnancy, training in other institutions, and poor attendance were other reasons attributed to about 6% of dropouts.

RESEARCH QUESTION 6

How many junior high students transferred, by gender, by grade, and by ethnicity?

Transfers:

Males		Females		
N	%	N	%	Total
14,237	57%	10,789	43%	25,026

Grades with the highest incidence of transfers:

Regular junior high	grade 8
Junior high magnet	grade 7

Ethnic groups comprising the largest percentage of transfers:

Hispanic	49%
Black	26
White	19
Other ethnic groups	6

Black students were overrepresented by 4 percentage points, while Hispanic and Asian students were under by 3 and 4 points, respectively.

Conclusions

- Slightly more males transfer than females.
- Eighth graders tend to transfer more often than students in other grades.
- Ethnic groups with the largest enrollment comprised the largest proportion of transfers.
- Black students who transferred were slightly overrepresented, Asian and Hispanic students who transferred were slightly underrepresented.

RESEARCH QUESTION 7

How many senior high students transferred, by gender, by type of school, by grade, and by ethnicity?

Senior High Transfers	Males N	Males %	Females N	Females %	Total
Type of School					
Regular	16,822	58%	12,302	42%	29,124
Schools of Choice	420	4	420	56	963
Continuation	1,348	61	856	39	2,204
Opportunity	388	52	354	48	742
Schools for the Handicapped	40	65	22	35	62
Total	19,018	57%	14,077	43%	33,045

Ethnicity

- Black students (27%) were 7 percentage points overrepresented.
- Asian (4%) and White (22%) students were underrepresented by 3 and 4 points, respectively.

Grade

- 10th graders (55%) transferred more often than students in other grades.

Conclusions

- Over two-thirds of the transfers were in regular high schools.
- Males are more likely to transfer than females.
- High schools of all types are faced with the problem of students transferring.
- Tenth graders were more likely to transfer than students in other high school grades.
- Black students who transferred were slightly overrepresented.
- Asian and White students who transferred were slightly underrepresented.

IMPLICATIONS

As a result of this study, what are the implications for future research?

To extend our knowledge on issues of students graduating, dropping out, and transferring, future studies should determine why:

- 12% of 12th graders do not graduate.
- Females are more likely to graduate than males.
- Males are more likely to drop out than females.
- Tenth graders are more likely to drop out than students in other grades.
- Junior high students drop out most frequently in grade 7.
- Male dropout rate is significantly higher than the female dropout rate in schools of choice.
- A disproportionate number of Black and Hispanic students drop out.
- Males transfer more often than females.

CHAPTER I

INTRODUCTION

This annual report presents information on students who graduated, dropped out, or transferred during the 1985-86 school term in the Los Angeles Unified School District (LAUSD). It should be noted that this is the first time these three issues relating to student stability in schools have been discussed in a single district publication. Previous studies of these issues appeared in separate reports.

Background

Graduates

Each year a significant number of students (averaging over 20,000 seniors annually for the past 3 years) remain in school, complete required courses of study, and graduate. To present a complete study of student stability in schools within the district, it is essential to include a discussion of graduation rates. Graduates thus constitute the first part of this comprehensive study.

Dropouts

In spite of a considerable amount of research on dropouts and dropout prevention programs, the problem of students leaving school before they graduate seems to proliferate. In studying the magnitude of this problem, the United States Department of Education reported that 14% of high school sophomores of 1980 left school before graduating. This percentage, as small as it may seem, represents over 0.5 million

students (Peng and Takai, 1983). In October 1985 there were still about 0.5 million students aged 16-24 who had dropped from schools in the United States (United States General Accounting Office, 1986).

These and similar alarming statistics, along with growing public concern, prompted federal, state, and local agencies to act to solve the dropout problem (The Association of California Urban School Districts, 1985). Attempting to do so, each agency has engaged in an array of activities. At the federal level, Congress is considering legislation to fund dropout prevention programs (United States General Accounting Office, 1987). At the state level, California in particular, new legislation is being studied. And school districts, partly in response to state mandates and partly from their own impetus, are trying different programs, some to prevent students from dropping out, and others to entice dropouts to return to school and graduate.

Los Angeles Unified School District, committed to providing instructional programs of high quality for all students, has responded to the dropout issue by:

- instituting a comprehensive dropout prevention program that includes elementary and secondary schools
- encouraging and supporting dropout prevention programs already being tried in district schools
- approving district research on dropouts and on students showing dropout tendencies
- approving an annual report on graduates, dropouts, and transfers

Before these recent commitments, LAUSD had for years sought a solution to the problem of students leaving school before graduating. In documenting efforts over the years, district Publication No. 404, <u>High</u>

School Students Who Left School Before Graduation, 1979-80, presented a chronological list of district reports on early school leavers. The first was published in 1963.

Early district studies determined mainly the number of early school leavers (term used before the adoption of a strict definition of dropouts, identifying them as a subset of early leavers) and their characteristics. Subsequent annual studies (1980-81 through 1983-84) were similar.

Early leavers (called L8's) were students dropped from school rolls for specific reasons (including medical exclusion) and were not provided instruction. Many of these students' whereabouts were unknown, leaving unresolved the question of whether they dropped out or simply transferred to other schools. This ambiguous status led to the creation of the term "early school leaver" and sustained its usage in the district for at least 2 decades.

In 1985, the district broadened its efforts to find a solution to the dropout/early leaver problem by commissioning two studies. The first one (Tidwell, 1985), fairly comprehensive, determined:

- whether a sample of high school students called "early school leavers" were bonafide school dropouts
- why sampled students left school before graduating
- what strategies would be effective for keeping students in school until they graduate
- how to return early leavers to their respective schools

The second study, conducted in 1985 by an LAUSD Dropout Prevention/Recovery Committee, investigated the extent of the district dropout problem and made recommendations. This committee-generated

report adopted an operational definition of dropout that was consistent with new California legislation. This action was encourged by the Director of Research and Evaluation Branch, who was a member of a California state committee working on dropout issues for legislation, and who was also a member of the district committee on dropout prevention and recovery. The definition stated (LAUSD, 1985):

> A dropout is any person who leaves school prior to graduation from high school and who does not enter, within 45 calendar days, another public or private school or program which leads to a high school diploma or its equivalent (p. 8).

LAUSD staff amended this definition in two minor ways, underlined:

> A dropout is any person who leaves school prior to graduation from high school and who does not enter, within 45 <u>school</u> days, another public or private school or program which leads to a high school diploma or its equivalent <u>and whose records have not been requested</u>.

This amended LAUSD definition was the one that guided staff in collecting dropout data during the 1985-86 school year, analyzed in this report. During summer 1986, dropout counts generated by this definition were prepared in anticipation of the State Department of Education's request for dropout data as part of the fall 1986 statewide California Basic Educational Data System (CBEDS) survey.

The CBEDS administrative manual was received in August 1986. It included this definition of a high school dropout:

> A High School Dropout is defined as a person who meets the following criteria:
>
> - enrolled in grades 10, 11, and 12
> - left school for 45 consecutive school days
> - not reenrolled in the school
> - not received a high school diploma or its equivalent
> - not enrolled in another public or private educational institution or school program

(California State Department of Education, 1986, p. 11.)

This new CBEDS definition was to have regulated, retrospectively, the collection of dropout data during school year 1985-86, which had concluded 2 months before it was received. The amended LAUSD definition and the new CBEDS definition are highly compatible. They contain minor differences in wording which, as it would turn out, needed clarificatior statewide in 1986-87. A discussion of definition issues will be included in the 1986-87 report in this series.

Transfers

Transfers were students who left their schools and enrolled in other LAUSD schools or schools outside of the district. Previous reports show that a large number of students transfer each year and some, more than once. This, of course, negatively affects school programs and therefore warrants study. The third part of this report presents an analysis of the district transfer rates.

Research Questions

These research questions were addressed:

Graduates

1. What number and percentage of 12th graders graduated?
2. What differences were there in graduation rates for ethnicity, gender, and type of school?

Dropouts

3. How many junior high students dropped out--by gender, by age, by grade, and by ethnicity?
4. How many senior high students dropped out--by gender, by age, by type of school, by grade, and by ethnicity?
5. What were the reasons students dropped out?

Transfers

6. How many junior high school students transferred--by gender, by grade, and by ethnicity?
7. How many senior high school students transferred--by gender, by type of school, by grade, and by ethnicity.

Procedure

Graduates

Graduates were senior high students who earned a diploma, or passed the California High School Proficiency Examination. This report accounts for all students who graduated from LAUSD high schools, excluding those completing their studies in a postsecondary community adult school or an occupational center.

Information on graduates was provided by the Pupil Statistics and Report Section. Monthly, schools reported students who obtained graduate status by passing the California High School Proficiency Examination, and at the end of the 10th school month, June graduates were reported. The Pupil Statistics Section, in turn, summarized accumulated graduate information into an annual report on district graduates and it became the data source for this report.

Dropouts

The underlying factor that guided student dropout data collection from secondary schools was the intent to identify students who had not attended school for 45 or more school days and whose records had not been requested by another school or program leading to high school graduation or its equivalent. As a result, a multifaceted data collection system was devised. It targeted no-show students, 45-day absentees, and withdrawing students.

No-Show

The first group targeted, no-shows, were students who were expected to enroll in the fall but who did not. Following the formation of no-show lists, which were sent to the Dropout Prevention office, school personnel conducted thorough investigations to determine students' whereabouts.

Extending the investigation, the dropout coordinator forwarded no-show lists to schools holding the students' cumulative records. These schools were instructed to indicate whether the students had returned to school or if their records had been requested. If not, their names were retained in the file of probable dropouts.

Extended Absences (45-Day Absentees)

Another targeted group was students who had been absent from school for more than 45 consecutive school days as of the last day of school and whose records had not been requested by other schools. High schools reported their first 45-day absentees to the Dropout Prevention Office at the end of the 3rd school month. During the 3 months preceding the initial reporting, school attendance counselors tried to locate

absentees to encourage them to return to school. In spite of counselors' efforts, a number of absentees were not located and as a result they were relegated to the status of probable dropout.

Following the initial 45-day absentee report, schools reported extended absentees on a monthly basis, as well as status changes of students listed on previous extended absentee reports. Central office staff used the current information to update their computer files. In updating, the names of students who had returned to school or whose records had been requested were deleted from the files.

Withdrawing Students

The last group targeted was withdrawing students. These are students who check out of one school and fail to enroll in another. Monthly, information on these students was forwarded to the dropout coordinator to be entered into the central computer.

At the end of the year, schools sent a No Records Requested Report to the Dropout Prevention Office. This report listed the names of students who had withdrawn during the year and whose records had not been requested by another school. Students in this category were counted as probable dropouts.

Final Check

Before probable dropouts (no-shows, 45-day absentees, and withdrawing students) were finally assigned the status of dropout, computer files were cross-checked. Cross-checking determined if suspected dropouts were attending district schools and their names had been entered into the dropout file by error, or if their records had been requested. After the cross-check and correction, students whose names remained were designated as dropouts.

At the end of the 10th school month, secondary schools using computers prepared a 45-day absence report for absentees whose records had not been requested. This information, along with what was already in computer files, was used to produce a complete list of dropouts for the 1985-86 school term.

Dropouts in Senior High Options (Schools Without Computers)

Senior high options schools without computers followed data reporting procedures that were similar to those of regular high schools except that they completed the Transfer Record form (Appendix B) monthly and mailed it to the Research and Evaluation Branch office. The form requested the same withdrawal information reported by other schools that used computers.

Reporting procedures for these schools were implemented at the beginning of the 8th school month, thus creating a need for a one-time alternate procedure to collect the first 7 months of data. As a result, school staffs were asked to photocopy the first 7 months of their school's withdrawal books for 1985-86 and send the copy to the Research and Evaluation Branch office. Further, they were reminded to make sure the photocopies included the same student information requested on the Transfer Record form. After this one-time reporting, schools began using the Transfer Record forms.

Transfer Record forms sent to schools were accompanied by Coded Reasons for dropping out and instructions on their use (Appendix C).

Serving as intermediaries in the data collection process, Research and Evaluation staff sent forms and memorandums to the schools and in turn received completed materials back from the schools. After being checked for completion, all materials were sent to the Dropout Prevention office.

Transfers

Data on transfers were taken from the monthly statistical report schools sent to the Pupil Statistics and Report Section, Budget Division. These reports provided information on the following categories of leaving students:

- L1 leaving one class for another within the same school
- L2 leaving one LAUSD school for another
- L3 leaving a district school for another public school in California
- L4 leaving a district school for a nonpublic school in California
- L5 leaving a district school for a school in another state or country (There is no L6 category.)
- L7 leaving a district school with a Certificate of Proficiency; graduating as 9th or 12th graders
- L8 leaving a district school for an unknown cause (dropping)

Only leaver codes 2-5 provided information on transfers.

Reporting Format

The findings are presented by major group. Figures are presented with the text, and tables are in the appendix.

Results

Graduates

Tables 1-6 and Figures 1-4 summarize information on the district's June 1986 high school graduates. As shown in the tables, more complete information is presented for regular high schools than for the nonregular schools. Example: Table 1 which lists regular high schools shows 12th grade enrollment, number of graduates by sex, and percentage of graduates. Tables 2 and 3 for nonregular schools show the number of male and female graduates and totals. Enrollment for nonregular schools was omitted because many of these schools, by their very nature, have extremely small enrollments that tend to fluctuate markedly throughout the school term. Therefore, to use enrollment as a factor for computing percentage of graduates in these schools could produce misleading figures, not validly comparable with those for regular secondary schools.

Only the number of graduates is given for special education and opportunity schools. Other information was not available.

Figure 1 shows the number of district graduates from 1967 through 1986. Four years are unreported: 1971--because of the change from semiannual to annual promotion; and 1977, 1979, 1980--because of budget reductions that cut research staffing.

In June 1986, 25,067 students (88% of enrolled 12th graders) graduated from LAUSD high schools, continuing a 4-year downward trend that began in 1983 (Figure 2 and Table 6). Even though high schools of all types produced proportions of the 1986 graduates, regular high schools account for over 90% of the total. Naturally, the largest portion of senior high students are enrolled in regular high schools.

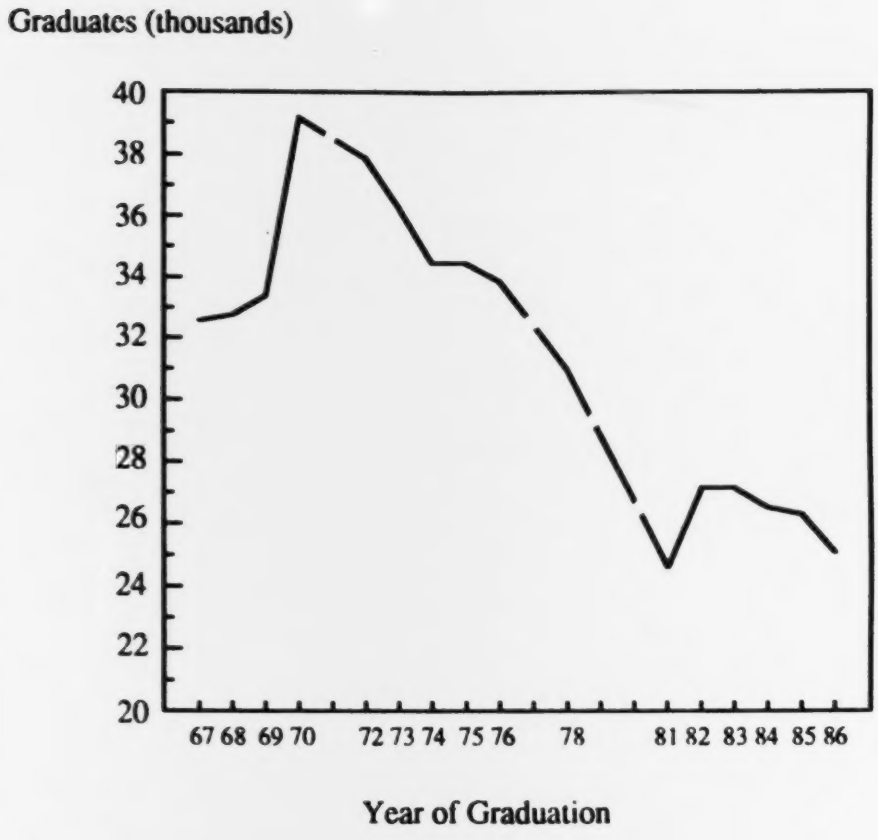

Figure 1. Number of graduates from 1967 through 1986.

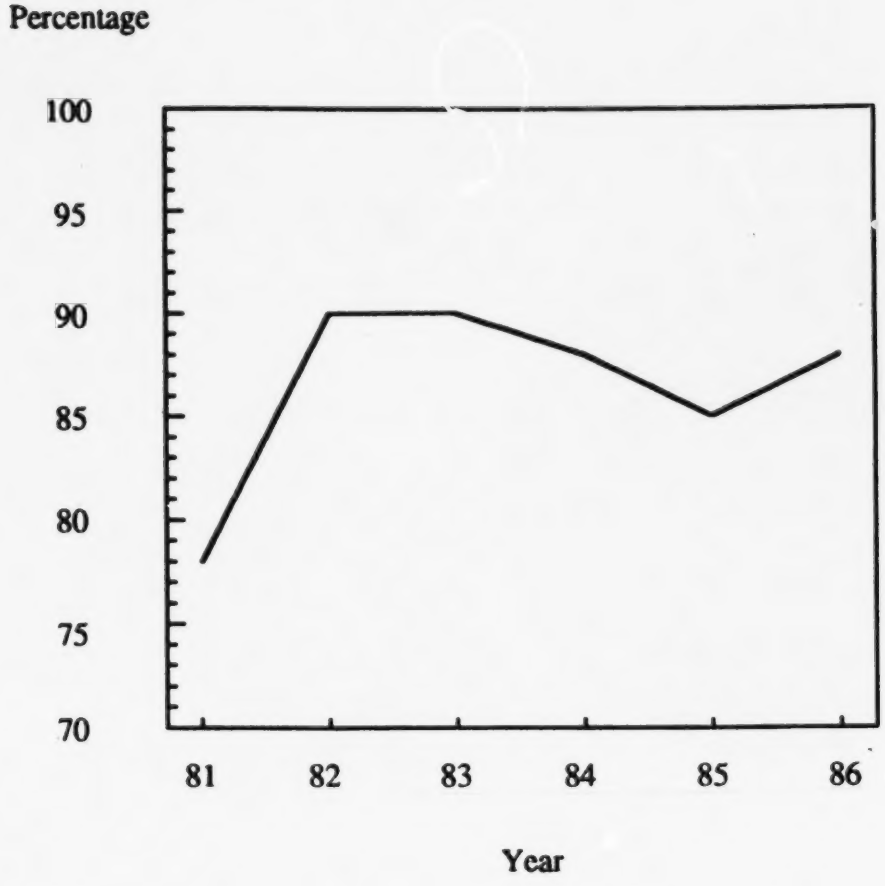

Figure 2. Percentage of 12th grade students graduating in LAUSD, 1981 through 1986. Fall enrollment for 12th grade students was the basis for computing percentage of graduates.

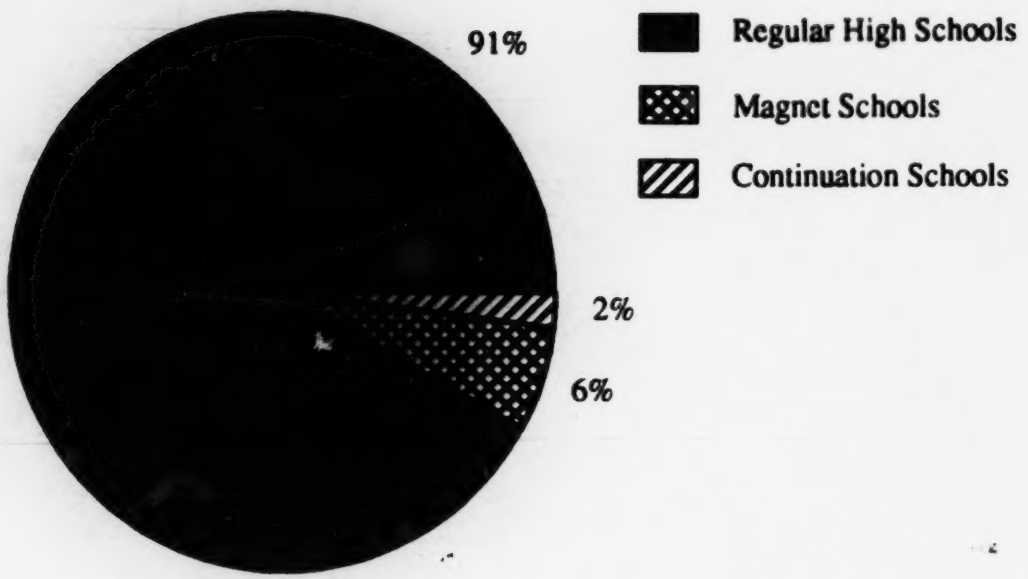

Figure 3. Percentage of graduates by type of school, June 1986. Schools for the handicapped and opportunity schools accounted for less than 0.2% of the graduates. Because of rounding error, 1% is not shown.

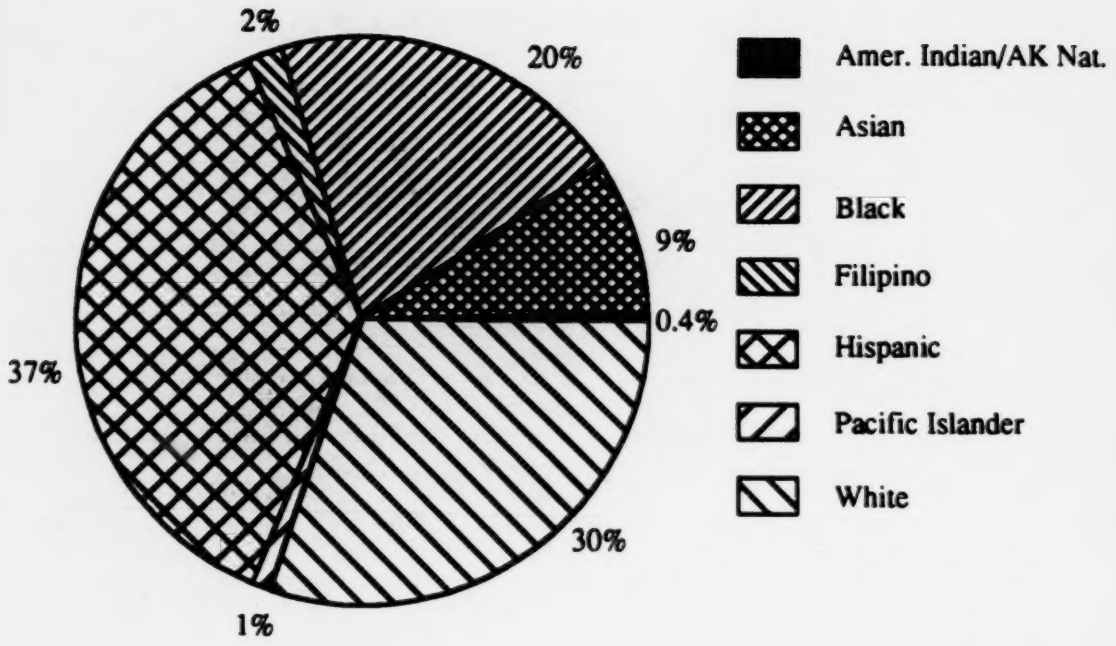

Figure 4. Percentage of regular high school graduates by ethnic group, June 1986 (N = 22,957).

Figure 3 shows a percentage distribution of graduates across all types of district high schools.

The district reported to California Basic Educational Data System (CBEDS) in fall 1986 that there had been 23,622 graduates in June 1986. The figure for CBEDS is 1,445 graduates less than the total in this report. This difference is attributed to the fact that the CBEDS figure included only the count of students who graduated with a diploma in June 1986 and during summer 1986. This report includes all of those graduates as well as those who graduated early by passing the California High School Proficiency Examination.

Table 1 shows that class sizes and number of graduates varied significantly among regular high schools. As shown in the table, high school 12th grade fall enrollment ranged from 225 for one school to 779 for the school with the largest senior class. The parallel statistics for graduates ranged from 145 to 724.

Table 2 shows the number of magnet school graduates. Varying in size and specialty, all but one of the magnet schools graduated some students. Also, only one magnet reported having over 100 graduates; others ranged downward to a low of 4.

Continuation high schools, unique for their small fluctuating enrollment, graduated 493 12th graders. Class sizes ranged from 1 to 49. Other nonregular schools, schools for the handicapped and opportunity schools, comprised about 2% of the total graduates (Figure 3).

Table 1 shows that the percentages of male and female graduates were virtually identical in regular high schools. Numbers of graduates in magnet and continuation high schools did differ by gender, with females exceeding males by 16 percentage points (Tables 2 and 3).

Data were unavailable on male and female graduates from schools for the handicapped and opportunity schools.

The graduates in regular senior high schools represented all ethnic groups (Table 5). Group proportions closely paralleled their 12th grade ethnic make-up in senior high schools, with minor differences (Figure 4).

Dropouts

In order to present a complete discussion of district dropout issues, the findings are presented by subgroups and by their unique variables.

During the 1985-86 school term, 42,661 students (16% of secondary enrollment, October 1985: 261,817) dropped out of LAUSD secondary schools. Figure 5 shows that more than half (54%) were regular senior high students; 39% were junior high students, and the remaining 7% had attended nonregular high schools.

It should be noted that the 16% dropout rate is 2 percentage points lower than the 18% rate reported to CBEDS in fall 1986. The rates differ because of different enrollment groups from which rates were computed. For CBEDS, the dropout rate was based on grade 10 through 12 enrollment. For this report, the rate was based on secondary enrollment that included grades 6 (only for a few secondary schools) through 12 (Figure 6).

Dropouts by Gender

Dropout rates for males were slightly higher than for females in all types of schools. In regular junior high schools, males accounted for 52% of the dropout total, and in regular senior high schools, 55%. Rate for males and females in nonregular high schools were 49% and 51%, respectively (Tables 7 and 8, and Figure 7).

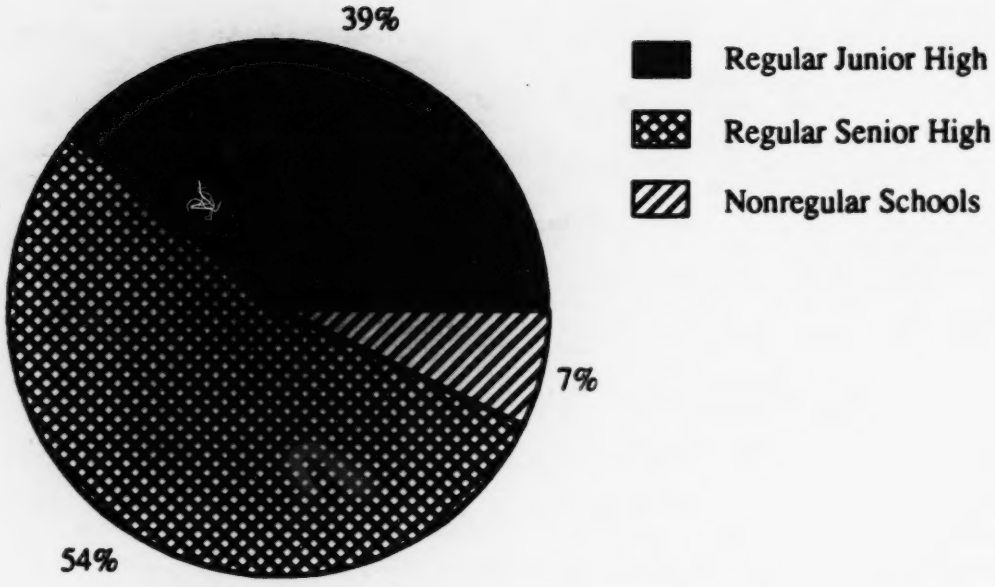

Figure 5. Percentage of LAUSD dropouts by type of school, 1985-86 (Dropout N = 42,661).

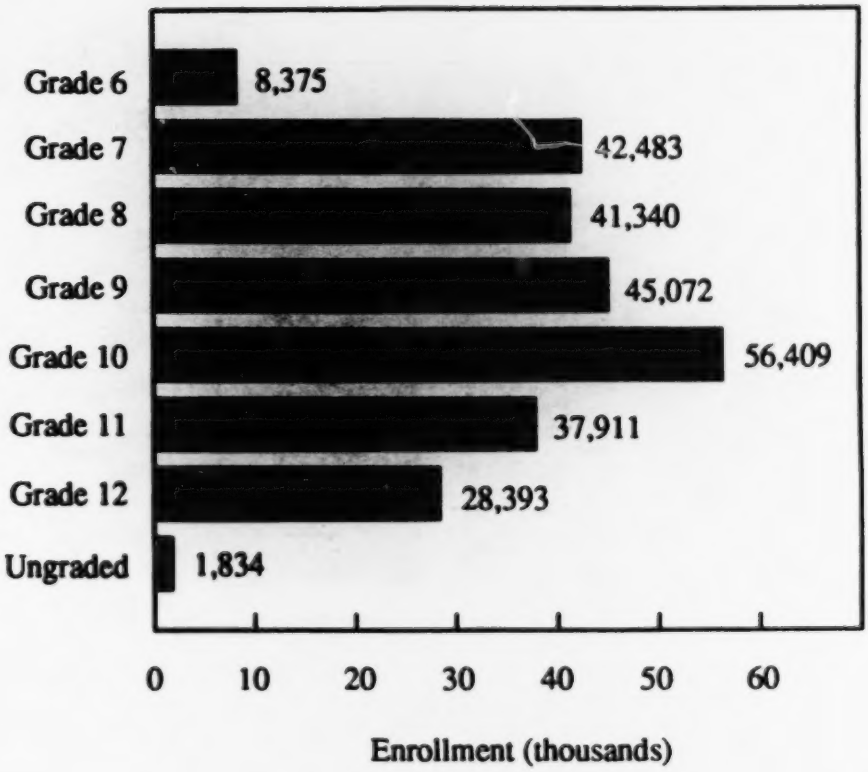

Figure 6. Enrollment in secondary grades, October 1985. Total: 261,817. Includes grade 6 in junior high schools, and graded and ungraded students in regular and nonregular secondary schools and schools for the handicapped.

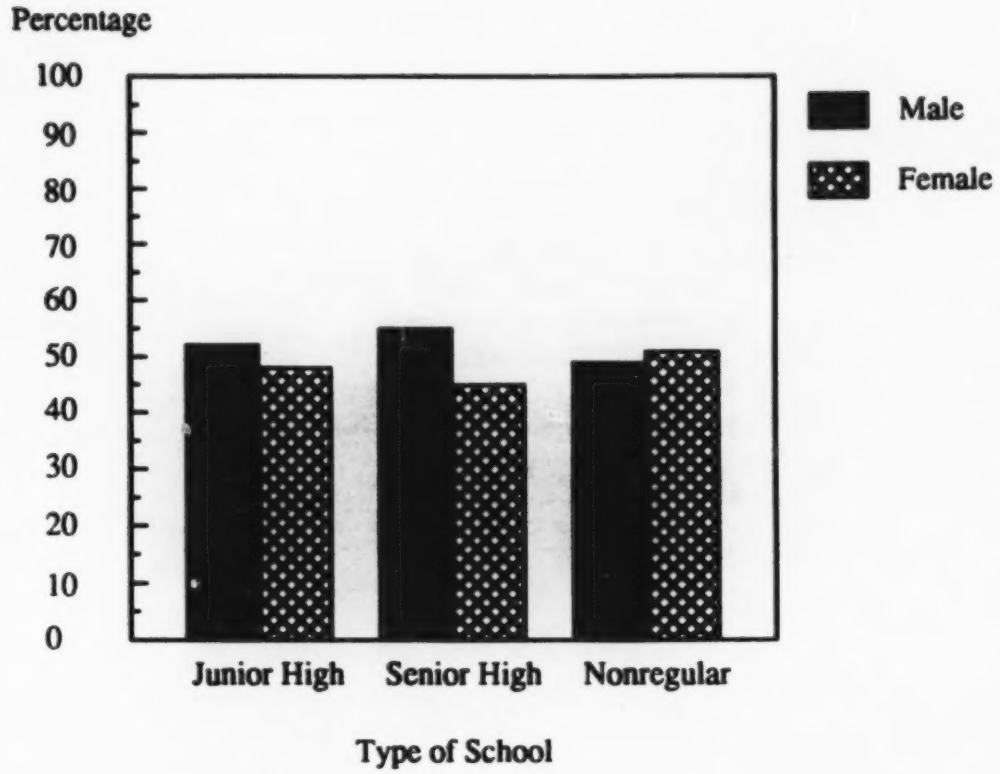

Figure 7. Percentage of dropouts by gender and type of school, 1985-86.

Dropouts by Grade

Dropouts were dispersed across all secondary grades including grade 6 of intermediate schools. Table 7 shows that in junior high school, grade 7, the transitional grade for elementary and secondary school, had the highest number of dropouts (7,616 or 45%). This number and percentage are almost twice what is reported for any other single junior high grade. In schools of choice, at the junior high level, 7th graders also dropped out at a much higher rate than students in other grades (Table 8). The pattern appeared to indicate that as junior high students progressed, their likelihood of dropping out of grades 8 and 9 decreased.

The pattern of dropping out in senior high school was similar to that found in junior high. Table 7 shows that over half of the regular senior high dropouts were 10th graders, the transitional point from junior to senior high. Also, in schools of choice, continuation, and opportunity schools, more students dropped from grade 10 than any other grade. A more even rate appeared across the grades in schools for the handicapped (Table 8).

Dropouts by Age

Tables 7 and 8 also show large numbers of dropouts clustering around certain age levels. In junior high, 13-year-olds comprised the largest group, and in regular senior high schools, 17-year-olds. A more even spread across ages is apparent in nonregular schools.

Dropouts by Ethnicity

Dropouts represented all district ethnic groups, with group proportions varying from their percentage of junior and senior high enrollment (Tables 9 and 10).

Figure 8 shows that in junior high schools all ethnic groups, except Black students, had dropout rates that were lower than their percentage of enrollment. The largest such difference occurred with Hispanic students. They represented 53.9% of junior high enrollment and accounted for 45.4% of the dropouts, 9 percentage points under their representation. Black students, significantly overrepresented, accounted for 19% of junior high enrollment and 33% of the dropouts.

High schools were also characterized by differences in ethnic enrollment and their dropout proportions. Hispanic and Black dropouts were slightly overrepresented whereas other groups were slightly underrepresented (Figure 9).

Reason for Dropping Out

During the planning phase of this study, the intent was to determine the reason all students dropped out. Perhaps because this was the first study in a series, problems in collecting data occurred. As a result, reasons for dropping were reported for only 14% of the total dropout population (5,973 of 42,661). Even though small and not scientifically representative, this percentage does give some indication of why LAUSD students left school before graduating.

Before collecting data, staff had determined 24 possible reasons that could be attributed to students' dropping out of school. Included were reasons recognized by state officials and other researchers across the country.

As was true with findings in previous district studies, Whereabouts Unknown as a reason for leaving school before graduating accounted for the largest proportion (38%) of the study sample. Following that were Overage (26%), Work (10%), and Institutionalized (incarcerated) (12%).

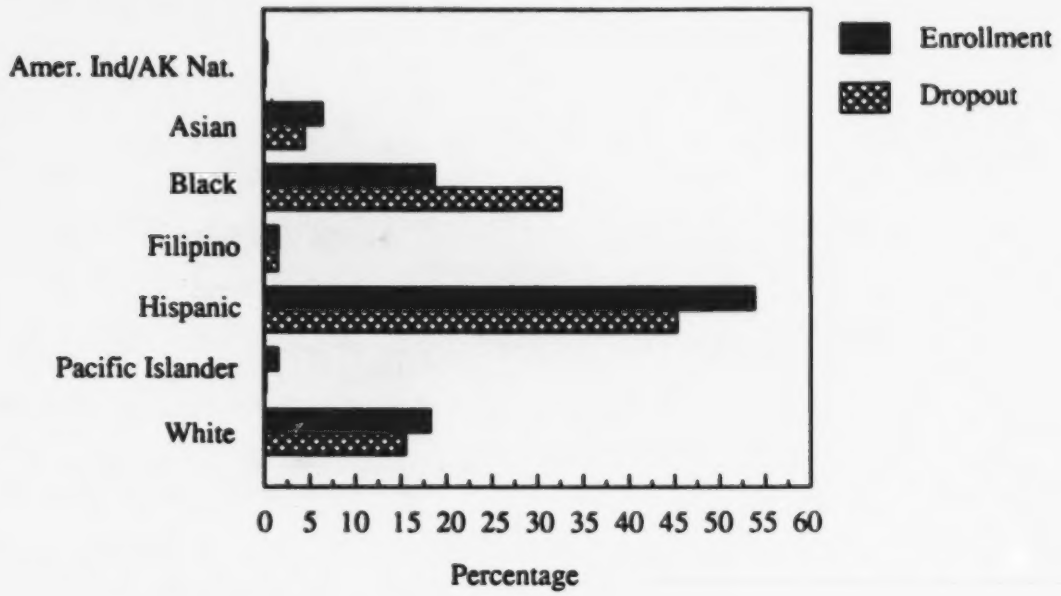

Figure 8. Ethnic representation of junior high dropouts, 1985-86.

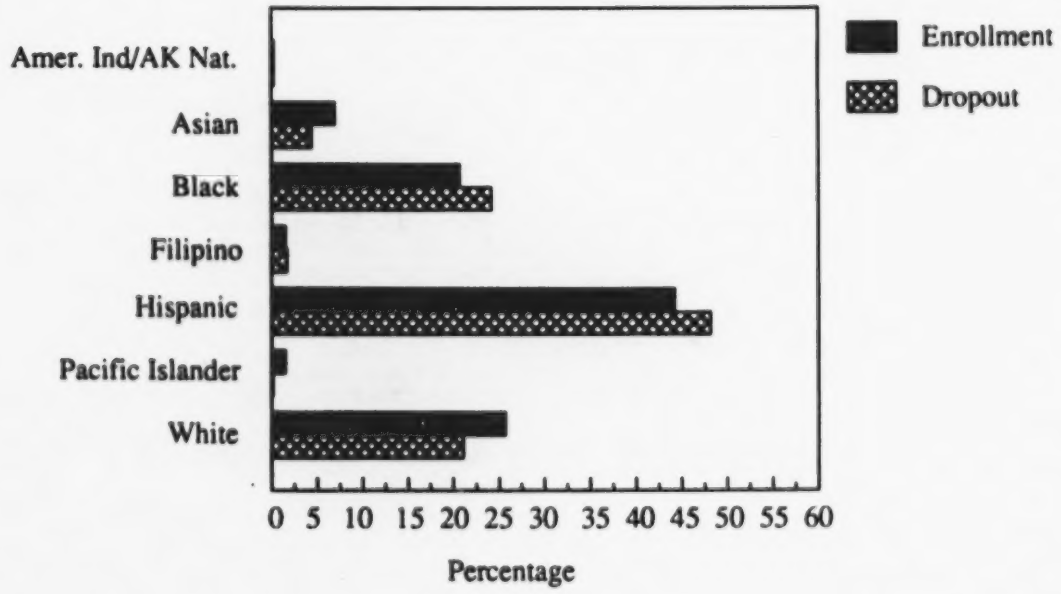

Figure 9. Ethnic representation of senior high dropouts, 1985-86.

Poor Student/Staff Relationships as a reason for dropping out was not used (Table 11).

Transfers

Transfers are students who check out of one school and into another.

During the 1985-86 school term, 57,847 students in secondary schools (22% of secondary enrollment, October 1985: 261,817) transferred at least one time (Figure 6). As shown in Table 12, 53,452 (92%) of the transfers were regular senior high and regular junior high students. The remaining 8% were students in nonregular secondary schools.

The rate of transferring varied by grade. In regular junior high schools, more 8th graders transferred than did students in other grades. In regular senior high schools, over 50% of transfers were 10th graders. Schools of choice showed a less distinct pattern across the grades. However, a close examination of Table 13 reveals that for the schools of choice, grades 7 and 10 accounted for more transfers than the other grades. Also, in continuation high school, more 10th graders transferred than students in other grades.

Tables 12 and 13 show that male students transferred more often than female students. The male transfer rate averaged 14 percentage points higher. In nonregular high schools, 54% were males.

Transfers were students of all ethnic groups. Figures 10 and 11 show some groups were overrepresented whereas others were under. In junior high schools, Asian and Hispanic students were slightly underrepresented by 3 and 4 percentage points, respectively. Black students were 4 percentage points over. In senior high schools, Asian and White students were underrepresented, by 3 and 4 points, respectively; Black students were 7 percentage points over.

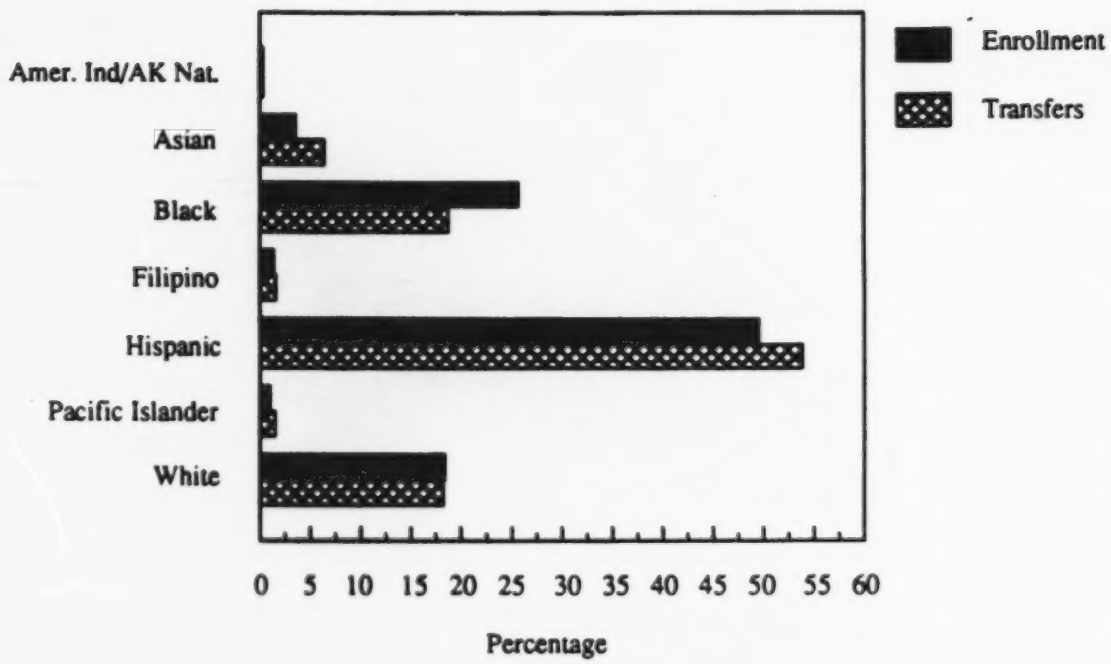

Figure 10. Ethnic representation of junior high transfers, 1985-86.

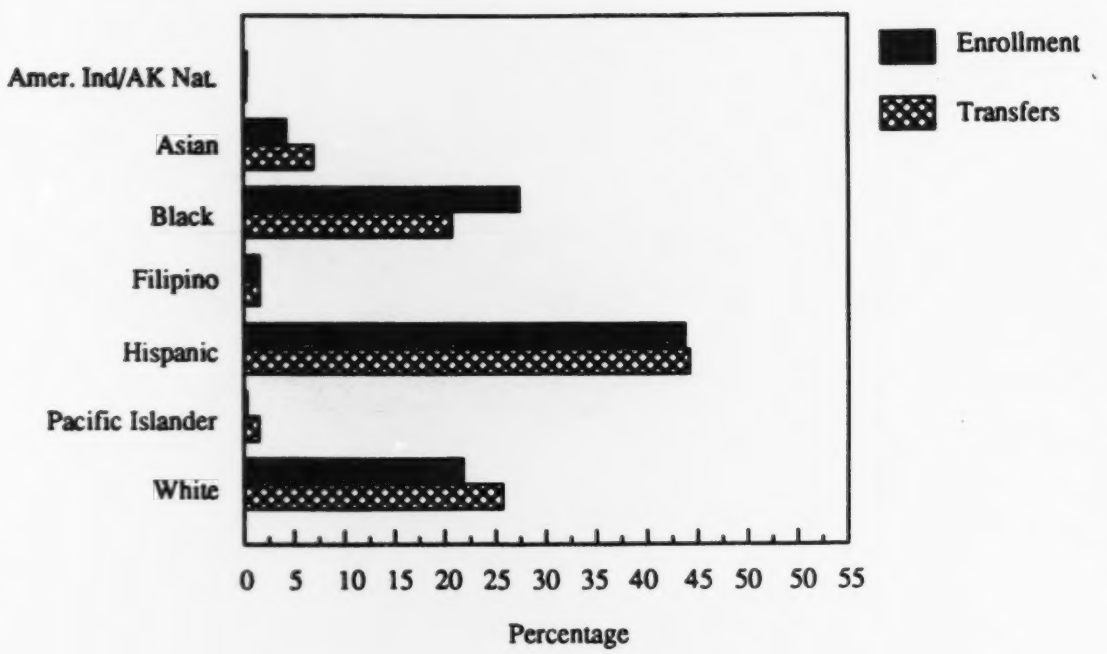

Figure 11. Ethnic representation of senior high transfers, 1985-86.

Summary of Findings

Graduates

- In June 1986, 25,067 students (88% of October 1985 12th grade enrollment) graduated from LAUSD high schools.
- Regular high schools graduated over 90% of the district graduates.
- Regular high school graduating classes ranged in size from 145 to 724.
- Of regular high school graduates, 49% were male and 51% female.
- Ethnic group proportions of graduates closely paralleled their 12th grade ethnic make-up in senior high schools, with minor differences.
- The 1986 graduation rate of 88% is an increase over the 1985 rate.

Dropouts

- During the 1985-86 school term, 42,661 secondary students (16% of secondary enrollment, October 1985) dropped out of LAUSD schools.
- Regular senior high and senior high magnet students accounted for 54% of the dropouts.
- Junior high school dropouts accounted for 39% of the dropouts.
- In junior highs, 52% of the dropouts were male students.
- In regular senior high schools and senior high magnets, 55% of the dropouts were male.
- In junior highs, 45% of dropouts were 7th graders.
- In schools of choice, the male dropout rate was 14 percentage points higher than the female.
- Over 50% of regular senior high dropouts were 10th graders.
- Junior high school 13-year-olds dropped out more often than did

14-and 15-year-olds; 17-year-olds comprised the largest dropout group in senior high schools.

- Black students accounted for 19% of junior high school enrollment and 33% of the dropouts.
- Black students accounted for 21% of high school enrollment and 24% of the dropouts.
- Hispanic students in junior high school represented 54% of the enrollment, and 45% of the dropouts.
- Hispanic high school students accounted for 44% of enrollment, and 48% of the dropouts.
- Whereabouts Unknown (38%) was the most frequently given reason for dropping out.
- Another frequent reason for dropping out was Overage (26%).

Transfers

- During the 1985-86 school term, 57,847 secondary students (22% of secondary enrollment, October 1985) transferred from one school to another.
- Of the transfers, 92% were regular junior high and regular senior high students.
- In junior high schools and regular senior high schools, male transfer rate was 14 percentage points higher than female.
- The highest transfer rates were found among 8th graders in regular junior high schools, and 10th graders in regular senior highs.
- Asian and White (non-Hispanic) student transfers were slightly underrepresented, compared with their enrollment, whereas Black student transfers were 7 percentage points overrepresented.

Discussion

This study of student stability in LAUSD transcends others by measuring student movement across several important variables. These include gender, ethnicity, grade, type of school, and age for graduates, dropouts, and transfers. The primary audience for this report is LAUSD decision makers.

The findings show that 12% of 12th graders (over 3,000) did not graduate. The question that needs an answer is: Why did these students fail to graduate?

While 3,000 12th graders did not graduate, over 30,000 other students never made it to grade 12 because they dropped out. This issue seems to be more critical than the nongraduate issue. Twelfth graders who are not meeting all graduation requirements probably need less than a year's schoolwork to earn their diplomas. But to drop out in early grades probably significantly reduces the likelihood of resuming schoolwork and graduating.

Dropout data show that males are more at risk. A typical dropout is a high school male who is slightly older than his female counterparts, and whose whereabouts is unknown. Also, males transfer more often than females and stand a greater chance of not graduating. These findings seem to indicate that consideration for male students must be an essential factor of any planned change.

At present, little is known about the recovered dropouts who return to school and graduate. Their story holds possibly valuable insights for helping retain or recover other students. It would be useful to

know who they are, and what their demographics, academic, and personal characteristics are.

Results Compared to Other District Studies

The district has conducted a number of studies that dealt with issues covered in this report or with similar issues. Previous studies, along with this one, provide bases for identifying emerging trends or reoccurring problems. Reports providing comparative information include studies of retention patterns, studies of graduates' plans for post-high-school activities, and studies of issues relating to special education.

The findings in this study show that among the graduates, dropouts, and transfers, some subgroups registered higher rates than others, notably, by gender and by grade. As reported below, statistics for these groups, compared with previous reports, show a remarkable consistency.

Gender

Since student gender is a factor in most district reports, it seems logical to compare this study's findings on gender with those of other studies. This study found that males are more likely not to graduate, and are more prone to drop out and transfer than are females. These group differences were prevalent throughout secondary schools. Specifically, junior high schools had a male dropout rate 2 percentage points higher than that of females. In regular high schools, males dropped out at a rate 8 percentage points higher. Schools of choice realized a greater disparity: males accrued a dropout rate 14 percentage points higher than females.

Renfroe, Hendricks, and Weisbender (1987), in a longitudinal and cross-sectional study of special education students, reported similar findings for dropouts. Of a sample of 102 handicapped students who dropped out, 61% were males.

Grade

This study reports that dropout rates were higher for some grades than others. As evidence, 7th graders comprised 45% of junior high dropouts. Junior high schools of choice had similar findings for 7th graders. In senior high schools, about one-half of 24,000 dropouts were 10th graders.

Clustering around a single grade was also the case with transfers, as seen in this report. Junior high 8th graders, rather than 7th graders, accounted for the largest number of transfers. In regular senior high schools, as was the case for dropouts, 10th graders accounted for the largest proportion (50%) of the transfers. Schools of choice, with grades spanning all secondary grades, also had their highest transfer rates in grades 7 and 10.

Evidence of clustering around a single grade was also recognized with retention rates. Retention studies for 4 years show that retention rates were consistently higher for some grades than for others. In high schools, for each of the 4 years, more students were retained in grade 10 than any other, thus paralleling dropout and transfer findings. Student counts in the latest retention study (Pike and Weisbender, 1987) are typical of reports for the last 4 years.

Retention patterns in junior high schools are not as well defined as in high schools. Few junior high students are retained each year and the percentages for these schools tend to fluctuate across the grades.

Implications for Future Research

To extend our knowledge on issues of students graduating, dropping out, and transferring, future studies should determine why:

- 12% of 12th graders do not graduate.
- Females are more likely to graduate than males.
- Males are more likely to drop out than females.
- Tenth graders are more likely to drop out than students in other grades.
- Junior high students drop out most frequently in grade 7.
- The male dropout rate is significantly higher than the female dropout rate in schools of choice.
- A disproportionate number of Black and Hispanic students drop out.
- Males transfer more often than females.

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APPENDIX A

Tables

Table 1

Regular High School 12th Grade Fall Enrollment, Number, and Percentage of Graduates, June 1986

School	October 1985 12th Grade Enrollment	June 1986 Graduates			June 1986 Graduates, Percentage of Grade 12 Enrollment[a]
		Male	Female	Total	
Banning	542	276	324	600	--
Bell	571	257	299	556	97%
Belmont	601	274	250	524	87
Birmingham	609	298	201	499	82
Canoga Park	401	172	164	336	84
Carson	644	312	320	632	98
Chatsworth	714	338	344	682	96
Cleveland	413	183	114	297	72
Crenshaw	339	159	217	376	--
Dorsey	402	176	193	369	92
Eagle Rock	311	168	133	301	97
El Camino Real	570	249	258	507	89
Fairfax	633	230	345	575	90
Francis	554	264	215	479	86
Franklin	451	215	244	459	--
Fremont	344	113	181	294	85
Gardena	605	230	285	515	85
Garfield	669	295	339	634	95
Granada Hills	581	269	291	560	96
Grant	845	454	376	830	98
Hamilton	410	180	155	335	82
Hollywood	451	173	207	380	84
Huntington Park	571	278	287	565	99
Jefferson	317	126	113	239	75
Jordan	225	75	70	145	64
Kennedy	682	293	304	597	88
Lincoln	414	146	207	353	85
Locke	268	100	123	223	83
Los Angeles	516	208	222	430	83
Manual Arts	387	198	148	346	89
Marshall	750	330	342	672	90
Monroe	541	246	245	491	91
Narbonne	469	186	203	389	83
North Hollywood	599	275	294	569	95
Palisades	573	281	319	600	--

Table 1, continued

School	October 1985 12th Grade Enrollment	June 1986 Graduates			June 1986 Graduates, Percentage of Grade 12 Enrollment[a]
		Male	Female	Total	
Reseda	523	188	186	374	72
Roosevelt	779	293	305	598	77
San Fernando	458	233	235	468	--
San Pedro	626	303	281	584	93
South Gate	484	190	233	423	87
Sylmar	520	175	167	342	66
Taft	576	283	300	583	--
University	772	360	364	724	94
Van Nuys	434	163	190	353	81
Venice	599	235	305	540	90
Verdugo Hills	381	186	153	339	89
Washington	425	166	209	375	88
Westchester	483	219	220	439	91
Wilson	511	221	235	456	89
Total	25,543	11,242 (49%)	11,715 (51%)	22,957	

[a]Percentages greater than 100 were omitted, the case for six schools. In these schools, by June, 12th grade enrollment had increased over October enrollment. Consequently, the number of graduates exceeded earlier enrollment.

Table 2

Magnet School Graduates, June 1986

School	Graduates		
	Male	Female	Total
Arroyo Seco Alternative	0	0	0
Banning CIP	16	32	48
Cleveland Humanities	55	58	113
Dorsey CIP	26	48	74
Downtown Business	59	117	176
Fairfax Visual Arts	20	16	36
Franklin CIP	42	50	92
Fremont CIP	10	22	32
Garfield C/S/M	34	28	62
Hamilton Humanities	14	15	29
Hollywood Perf. Arts	13	39	52
King/Drew Medical	6	21	27
Lincoln Medical Health	15	28	43
Los Angeles CES	37	33	70
Los Angeles CIP	28	40	68
Manual Arts CIP	35	51	86
Mid-City Alternative	13	8	21
Narbonne Math/Sci.	22	21	43
North Hollywood Ani./Bio.	13	28	41
Roosevelt CIP	13	18	31
San Fernando CIP	27	48	75
San Pedro Marine	16	20	36
Sherman Oaks CES	27	23	50
Valley Alternative	7	8	15
Van Nuys Math/Sci.	51	27	78
Van Nuys Perf. Arts	7	27	34
Washington C. Arts	18	38	56
Washington M/S	23	35	58
Westside Alternative	7	4	11
Total	654 (42%)	903 (58%)	1,557

Table 3

Continuation High School Graduates, June 1986

School/Type	Graduates Male	Graduates Female	Total
Continuation			
Addams, Jane	6	9	15
Aliso	4	17	21
Angel's Gate	3	1	4
Avalon	2	9	11
Boyle Heights	2	1	3
Central	22	27	49
Cheviot Hills	3	5	8
Del Rey	1	7	8
Eagle Tree	0	1	1
Earhart	16	19	35
Einstein	11	12	23
Ellington	6	12	18
Evergreen	8	6	14
Grey	3	2	5
Highland	2	2	4
Hope	1	3	4
Independence	7	13	20
Indian Springs	13	7	20
Leonis	10	13	23
Lewis	5	2	7
London	7	5	12
Metropolitan	0	0	0
Mission	3	8	11
Moneta	2	1	3
Monterey	2	9	11
Mt. Lukens	1	1	2
Newmark	1	3	4
Odyssey	3	2	5
Owensmouth	0	4	4
Patton	3	3	6
Phoenix	8	6	14
Pueblo De Los Angeles	8	2	10
Rodia	0	0	0
Rogers	2	7	9
San Antonio	1	6	7
Stoney Point	6	6	12
Temescal Canyon	11	12	23
Thoreau	4	8	12
Truth	2	3	5
View Park	5	1	6
West Granada	8	13	21
Whitman	1	7	8
Young	5	10	15
Total	208 (42%)	285 (58%)	493

Table 4

Graduates, Schools for the Handicapped, and Opportunity High Schools, June 1986

Type of School/ Name	Number of Graduates
Special Education	
Marlton	2
Miller	13
Widney	14
Total	29
Opportunity	
Johnson	4
McAlister	13
Ramona	5
Riley	19
Community Centered Classroom (Tri-C)	1
Total	42
Grand Total	71

Table 5

Regular High School Graduates by Ethnicity, June 1986

School	Amer. Indian/ AK Native		Asian		Black		Filipino		Hispanic		Pacific Islander		White		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Banning			10	17	99	117	13	15	112	135	5	5	18	24	570
Bell	1	2	8	6	4	2		1	230	201			22	37	514
Belmont	2		58	46	4	6	15	16	192	184			3	5	531
Birmingham			16	6	17	31	1		21	20			225	170	507
Canoga Park			18	22	16	15		2	46	37	1		109	82	348
Carson	1		30	19	91	119	40	26	60	55	24	24	62	52	603
Chatsworth			28	23	18	31			30	21			231	237	619
Cleveland		2	20	10	14	10	2	5	24	29	10		48	53	227
Crenshaw					158	216		1							375
Dorsey			1		164	179			15	8					367
Eagle Rock	1		33	23			16	17	60	44			48	51	293
El Camino Real			16	5	18	26			5	11			208	210	499
Fairfax			42	28	71	64	14	11	53	46			106	120	555
Francis			27	23	9	12	23	13	97	96	2		121	78	501
Franklin			20	28	2		4	5	167	170			15	20	431
Fremont					81	136			53	61					331
Gardena	4	2	60	85	118	93	6	7	38	43	4	5	20	41	526
Garfield			9	11	2	3			281	337			1	2	646
Granada			29	24	19	32	4	1	28	21	4	1	169	191	523
Grant	3	2	68	48	33	39	10	20	112	112			208	247	902
Hamilton			7	7	71	100	3	3	26	33			51	42	343
Hollywood			16	26	9	11	7	11	63	91			69	64	367
Huntington Park			2	2	9	2			249	271			12	10	557
Jefferson			1	1	35	31			94	71	1				234
Jordan				1	58	41	1		26	15	1				143

Table 5, continued

School	Amer. Indian/ AK Native M	Amer. Indian/ AK Native F	Asian M	Asian F	Black M	Black F	Filipino M	Filipino F	Hispanic M	Hispanic F	Pacific Islander M	Pacific Islander F	White M	White F	Total
Kennedy			30	19	45	46	2	2	74	85		1	145	141	590
Lincoln			69	33	2	1	3	1	92	147	2		3		353
Locke					75	117			14	12	3				221
Los Angeles			36	33	77	64	4	5	85	117			6		427
Manual Arts				1	59	97			70	61					288
Marshall			104	111	7	7	29	38	118	139			76	65	694
Monroe		1	35	32	36	50	8	4	50	35			128	129	508
Narbonne	32	30			34	21	12	8	58	65		6	87	90	443
No. Hollywood			21	17	31	37	2	2	88	91	1	1	146	114	551
Palisades			6	13	79	113			8	7			166	138	530
Reseda			2	3	43	64	5	2	33	39		1	59	121	372
Roosevelt			8	5	2				349	370			2	3	739
San Fernando					24	30			180	192			6	6	438
San Pedro			11	11	22	26	2	7	72	65	1	2	159	170	548
South Gate	2	1	4	5	3	2			133	251	1	3	25	30	460
Sylmar		1	6	2	3	14		1	92	93		2	61	56	331
Taft			16	27	70	105			19	16			124	186	563
University			57	58	69	95	5	3	39	47		3	206	171	753
Van Nuys	4	3	43	53	15	27	1	2	16	19			49	49	281
Venice	1	1	31	34	17	24	5	6	89	103		2	100	141	554
Verdugo Hills	4	1	53	34	2	1		3	40	43			87	73	341
Washington					188	228			13	32					461
Westchester			8	14	115	119			25	24	1		80	68	454
Wilson			13	24	2	2	1	2	190	200			5	10	449
Grand Total	55	46	1,072	990	2,140	2,606	238	240	4,029	4,365	61	56	3,466	3,497	22,861

[a]Totals differ from totals in Table 1 because ethnicity was not reported for 96 graduates.

Table 6

LAUSD Graduates, 1981 Through 1986

Year	12th Grade Fall Enrollment	Number of Graduates	% of 12th Graders Graduated
1981	31,826	24,598	77%
1982	31,413	27,135	86%
1983	30,120	27,146	90%
1984	30,560	25,471	83%
1985	29,433	25,039	85%
1986	28,393	25,067	88%

Note. Data Sources: Renfroe & Weisbender (1983), and Pupil Statistics and Report Section, Budget Division.

Table 7

Number and Percentage of Junior and Senior High School Dropouts by Grade, Age, and Sex, 1985-86

Type of School	Grade	Age	Male N	Male %	Female N	Female %	Total
Junior High	6	11	13	39%	20	61%	33
		12	567	49	579	51	1,146
		13	305	54	255	46	560
		14 & older	46	69	21	31	67
		Total	931	52	875	48	1,806
	7	12 & older	82	46	96	54	178
		13	2,249	48	2,425	52	4,674
		14	1,407	56	1,105	44	2,512
		15 & older	151	60	101	40	252
		Total	3,889	51	3,727	49	7,616
	8	13 & younger	45	59	31	41	76
		14	983	51	930	49	1,913
		15	869	57	659	43	1,528
		16	130	56	102	44	232
		Total	2,027	54	1,722	46	3,749
	9	14 & younger	31	46	37	54	68
		15	836	51	818	49	1,654
		16	817	57	619	43	1,436
		17 & older	83	61	52	39	135
		Total	1,767	54	1,526	46	3,293
Senior High	9	14	20	54	17	46	37
		15	529	47	598	53	1,127
		16	506	53	448	47	954
		17	209	63	123	37	332
		18 & older	82	60	55	40	137
		Total	1,346	52	1,241	48	2,587
	10	15 & younger	86	49	89	51	175
		16	1,902	47	2,107	53	4,009
		17	2,518	57	1,938	43	4,456
		18	1,516	60	997	40	2,513
		19	544	68	259	32	803
		20 & older	52	69	23	31	75
		Total	6,618	55	5,413	45	12,031
	11	16 & younger	25	45	31	55	56
		17	837	49	861	51	1,698
		18	1,236	55	996	45	2,232
		19	764	61	482	39	1,246
		20 & older	113	60	74	40	187
		Total	2,975	55	2,444	45	5,419
	12	17 & younger	26	50	26	50	52
		18	467	47	522	53	989
		19	810	59	567	41	1,377
		20	252	63	148	37	400
		21 & older	53	61	34	39	87
		Total	1,608	55	1,297	45	2,905
		Grand Total	21,161	54%	18,245	46%	39,406

Note. When age data were not available, student counts were omitted.

Table 8

Number and Percentage of Nonregular School Dropouts by Type of School, Ethnicity, and Sex, 1985-86

Type of School	Grade	Age	Male N	Male %	Female N	Female %	Total
Schools for the Handicapped	7	13	3	75%	1	25%	4
	8	14 & older	1	17	5	83	6
	9	15	1	50	1	50	2
		16 & older	2	50	2	50	4
		Total	7	44	9	56	16
	10	16	3	100	0	0	3
		17	0	0	2	100	2
		18 & older	3	75	1	25	4
		Total	6	67	3	33	9
	11	17 & older	4	57	3	43	7
		Total	4	57	3	43	7
	12	18 & younger	2	40	3	60	5
		19 & older	4	100	0	0	4
		Total	6	67	3	33	9
Continuation	9	16	2	67	1	33	3
		17	5	56	4	44	9
		18 & older	12	48	13	52	25
		Total	19	51	18	49	37
	10	16 & younger	19	58	14	42	33
		17	96	53	84	47	180
		18	164	58	118	42	282
		19 & older	70	61	44	39	114
		Total	349	57	260	43	609
	11	17	28	49	29	51	57
		18	91	61	59	39	150
		19	57	53	51	47	108
		20 & older	11	61	7	39	18
		Total	187	56	146	44	333
	12	18 & younger	28	50	28	50	56
		19	46	58	34	42	80
		20 & older	11	52	10	48	21
		Total	85	54	72	46	157
Opportunity	7	14	2	100	0	0	2
		Total	2	100	0	0	2
	8	15	6	67	3	33	9
		16	3	43	4	57	7
		Total	9	56	7	44	16

Table 8 (continued)

Type of School	Grade	Age	Male N	Male %	Female N	Female %	Total
	9	15	2	40%	3	60%	5
		16	23	68	11	32%	34
		17	6	40	9	60	15
		Total	31	57	23	43	54
	10	16 & younger	10	48%	11	52%	21
		17	20	50	20	50	40
		18 & older	5	20	20	80	25
		Total	35	41	51	59	86
	11	17	2	40	3	60	5
		18 & older	3	25	9	75	12
		Total	5	29	12	71	17
	12	18 & older	0	0	5	100	5
Schools of Choice	6	11	1	100	0	0	1
		12	0	0	2	100	2
		13	2	50	2	50	4
		Total	3	43	4	57	7
	7	12	7	44	9	56	16
		13	124	46	147	54	271
		14 & older	70	61	45	39	115
		Total	201	50	201	50	402
	8	13	6	75	2	25	8
		14	65	45	79	55	144
		15 & older	22	50	22	50	44
		Total	93	47	103	53	196
	9	14	6	67	3	33	9
		15	43	30	99	70	142
		16 & older	29	49	30	51	59
		Total	78	37	132	62	210
	10	15 & older	10	50	10	50	20
		16	85	42	119	58	204
		17 & older	31	36	55	64	86
		Total	126	41	184	59	310
	11	16 & younger	3	43	4	57	7
		17	53	41	77	59	130
		18 & older	26	43	34	57	60
		Total	82	42	115	58	197
	12	17 & younger	1	17	5	83	6
		18	19	29	47	71	66
		19 & older	16	48	17	52	33
		Total	36	34	69	66	105
		Grand Total	1,364	49%	1,420	51%	2,784

Note. Students with incomplete or missing age data were omitted.

Table 9

Number and Percentage of Junior and Senior High School Dropouts by Type of School, Ethnicity, and Sex, 1985-86

Type of School	Ethnic Group	Male N	Male %	Female N	Female %	Total
Regular Junior High	Amer. Indian/ AK Native	15	45%	18	55%	33
	Asian	410	55	340	45	750
	Black	2,847	53	2,569	47	5,416
	Filipino	129	53	113	47	242
	Hispanic	3,909	52	3,623	48	7,532
	Pac. Islander	13	37	22	63	35
	White	1,362	53	1,211	47	2,573
	Total	8,685	52	7,896	48	16,581
Regular Senior High	Amer. Indian/ AK Native	39	57%	29	43%	68
	Asian	563	55	452	45	1,015
	Black	3,015	54	2,603	46	5,618
	Filipino	201	50	198	50	399
	Hispanic	6,278	56	4,913	44	11,191
	Pac. Islander	18	47	20	53	38
	White	2,602	53	2,290	47	4,892
	Total	12,716	55	10,505	45	23,221
	Grand Total	21,401	54%	18,401	46%	39,802

Table 10

Nonregular School Dropouts by Ethnicity and Sex, 1985-86

Type of School	Ethnicity	Male N	Male %	Female N	Female %	Total
School for the Handicapped	Amer. Indian/ AK Native	1	100%	0	0%	1
	Asian	1	25	3	75	4
	Black	23	70	10	30	33
	Filipino	1	100	0	0	1
	Hispanic	11	58	8	42	19
	Pac. Islander	0	0	0	0	0
	White	6	67	3	33	9
	Total	43	64	24	36	67
Continuation	Amer. Indian/ AK Native	2	67	1	33	3
	Asian	14	88	2	12	16
	Black	176	49	181	51	357
	Filipino	9	56	7	44	16
	Hispanic	208	61	135	39	343
	Pac. Islander	6	100	0	0	6
	White	229	57	176	43	405
	Total	644	56	502	44	1,146
Opportunity	Amer. Indian/ AK Native	0	0	0	0	0
	Asian	1	100	0	0	1
	Black	26	46	31	54	57
	Filipino	1	50	1	50	2
	Hispanic	21	30	48	70	69
	Pac. Islander	1	100	0	0	1
	White	32	63	19	37	51
	Total	82	45	99	55	181
School of Choice	Amer. Indian/ AK Native	2	22	7	78	9
	Asian	60	50	61	50	121
	Black	206	39	323	61	529
	Filipino	6	50	6	50	12
	Hispanic	180	46	215	54	395
	Pac. Islander	2	22	7	78	9
	White	180	46	210	54	390
	Total	636	43	829	57	1465
	Grand Total	1,405	49%	1,454	51%	2,859

Table 11

Reason Students Dropped Out, by Grade, 1985-86

Reason	Grade 6	7	8	9	10	11	12	UG	Total	% of Total
Achievement (poor grades)	1	2	1	0	3	2	6	0	15	0.2%
Marriage	0	0	2	1	22	10	16	0	51	1
Needed at home (under 18)	0	0	0	1	14	2	3	0	20	0.3
Pregnancy	0	1	0	2	31	44	32	1	111	2
Low motivation/ interest	0	0	0	1	16	5	2	0	24	0.4
Overage (18 or older)	0	0	0	14	475	576	447	3	1,515	26.2
Training, not leading to a diploma	0	0	0	1	46	24	25	0	96	2
Work	0	0	0	10	225	197	135	2	569	10
Armed forces	0	0	0	0	14	22	19	0	55	1
Poor attendance	5	2	4	8	39	33	31	0	122	2
Family problems	0	2	1	1	18	7	12	0	41	1
School adjust-ment problems	0	0	0	0	10	10	8	0	28	0.4
Personal illness	2	1	1	2	12	10	1	0	29	0.5
Institution-alized	2	18	37	85	413	131	43	0	729	12
Whereabouts unknown	54	197	210	457	850	348	129	0	2,245	38
Death	0	3	2	5	22	11	6	2	51	1
Dissatisfied with school	0	0	1	9	5	9	12	0	36	1
Did not return after summer	0	0	0	2	8	4	0	0	14	0.2

Table 11 (continued)

Reason	Grade 6	7	8	9	10	11	12	UG	Total	% of Total
Lack of appropriate curriculum	0	0	0	1	2	1	2	0	6	0.1
Economic reasons	0	0	0	0	8	5	1	0	14	0.2
Religion	0	0	0	0	0	0	0	0	0	0
Parental influence	0	0	0	1	3	4	0	0	8	0.1
Poor student/ staff relation-ship	0	0	0	0	0	0	0	0	0	0
Poor relation-ship with fellow students	0	0	0	0	0	0	1	0	1	0.01
Total	64	226	259	601	2,236	1,455	931	8	5,780	

Note. UG signifies ungraded.

Table 12

Number and Percentage of Junior and Senior High Transfers by Type of School, Grade, Age, and Sex, 1985-86

Type of School	Grade	Age	Male N	Male %	Female N	Female %	Total
Regular Junior High	6	11	6	43%	8	57%	14
		12	411	52	384	48	795
		13	296	55	240	45	536
		14 & older	49	65	26	35	75
		Total	762	54	658	46	1,420
	7	12 & younger	52	46	61	54	113
		13	2,063	51	1,979	49	4,042
		14	1,845	60	1,214	40	3,059
		15	229	66	118	34	347
		16 & older	12	60	8	40	20
		Total	4,201	55	3,380	45	7,581
	8	13 & younger	90	52	83	48	173
		14	2,393	53	2,126	47	4,519
		15	2,284	63	1,373	37	3,657
		16 & older	211	61	135	39	346
		Total	4,978	57	3,717	43	8,695
	9	14 & younger	97	52	91	48	188
		15	1,939	55	1,573	45	3,512
		16	1,906	65	1,040	35	2,946
		17 & older	111	67	54	33	165
		Total	4,053	60	2,758	40	6,811
Regular High Schools	9	14	19	41%	27	59%	46
		15	652	51	639	49	1,291
		16	895	60	607	40	1,502
		17	355	67	177	33	532
		18 & older	93	60	63	40	156
		Total	2,014	57	1,513	43	3,527
	10	15 & younger	91	48	100	52	191
		16	2,998	52	2,754	48	5,752
		17	4,097	61	2,677	39	6,774
		18	1,879	65	1,032	35	2,911
		19	264	67	132	33	396
		20 & older	20	54	17	46	37
		Total	9,349	58	6,712	42	16,061
	11	16 & younger	45	47	51	53	96
		17	1,544	52	1,405	48	2,949
		18	1,795	60	1,178	40	2,973
		19	523	63	311	37	834
		20 & older	52	64	29	36	81
		Total	3,959	57	2,974	43	6,933
	12	17 & younger	42	55	35	45	77
		18	790	56	622	44	1,412
		19	495	62	310	38	805
		20	71	65	39	35	110
		21 & older	10	50	10	50	20
		Total	1,408	58	1,016	42	2,424
		Grand Total	30,724	57%	22,728	43%	53,452

Note. Students with incomplete or missing age data were omitted.

Table 13

Number and Percentage of Nonregular School Transfers by Type of School, Grade, Age, and Sex, 1985-86

Type of School	Grade	Age	Male N	Male %	Female N	Female %	Total
Handicapped	7	12 & older	5	71%	2	29%	7
	8	14 & older	3	50	3	50	6
	9	15	1	33	2	67	3
		16	1	33	2	67	3
		Total	2	33	4	67	6
	10	16	4	67	2	33	6
		17 & older	2	50	2	50	4
		Total	6	60	4	40	10
	11	17 & older	6	67	3	33	9
	12	18 & older	4	80	1	20	5
Continuation	9	16 & younger	26	63	15	37	41
		17	31	52	29	48	60
		18 & older	27	60	18	40	45
		Total	84	58	62	42	146
	10	16 & younger	77	65	42	35	119
		17	288	58	205	42	493
		18	347	65	191	35	538
		19 & older	72	60	48	40	120
		Total	784	62	486	38	1,270
	11	17	64	59	44	41	108
		18	209	64	116	36	325
		19	65	62	40	38	105
		20 & older	6	55	5	45	11
		Total	344	63	205	37	549

Table 13 (continued)

Type of School	Grade	Age	Male N	Male %	Female N	Female %	Total
	12	18 & younger	65	60	44	40	109
		19	37	51	36	49	73
		20 & older	8	42	11	58	19
		Total	110	55	91	45	201
Opportunity	7	13 & older	20	80	5	20	25
		14	19	76	6	24	25
		Total	39	78	11	22	50
	8	15	32	80	8	20	40
		16	4	50	4	50	8
		Total	36	75	12	25	48
	9	15	23	66	12	34	35
		16	55	65	30	35	85
		17 & older	17	61	11	39	28
		Total	95	64	53	36	148
	10	16 & younger	58	48	63	52	121
		17	55	39	85	61	140
		18 & older	19	37	32	63	51
		Total	132	42	180	58	312
	11	16 & younger	3	75	1	25	4
		17	24	44	31	56	55
		18	19	34	37	64	56
		19	5	45	6	55	11
		Total	51	40	75	60	126
	12	17	6	100	0	0	6
		18	19	56	15	44	34
		19 & older	6	43	8	57	14
		Total	31	57	23	43	54

Table 13 (continued)

Type of School	Grade	Age	Male N	Male %	Female N	Female %	Total
Schools of Choice	7	12	9	64	5	36	14
		13	103	44	131	56	234
		14 & older	45	67	22	33	67
		Total	157	50	158	50	315
	8	13	9	56	7	44	16
		14	91	44	115	56	206
		15 % older	29	60	19	40	48
		Total	129	48	141	52	270
	9	14	6	50	6	50	12
		15	51	35	96	65	147
		16 & older	18	44	23	56	41
		Total	75	38	125	62	200
	10	15	5	31	11	69	16
		16	101	40	154	60	255
		17 & older	53	45	64	55	117
		Total	159	41	229	59	388
	11	16 & younger	2	40	3	60	5
		17	61	45	76	55	137
		18	21	49	22	51	43
		19 & older	7	58	5	42	12
		Total	91	46	106	54	197
	12	17 & younger	2	40	3	60	5
		18	18	31	40	69	58
		19 & older	9	60	6	40	15
		Total	29	37	49	63	78
		Grand Total	2,372	54%	2,023	46%	4,395

Note. Students with incomplete or missing age data were omitted.

Table 14

Number and Percentage of Junior and Senior High School Transfers, by Type of School, by Ethnicity, and by Sex, 1985-86

Type of School	Ethnic Group	Male N	Male %	Female N	Female %	Total
Junior High	Amer. Indian/ AK Native	63	52%	58	48%	121
	Asian	512	57	392	43	904
	Black	3,619	57	2,710	43	6,329
	Filipino	213	60	144	40	357
	Hispanic	6,947	57	5,267	43	12,214
	Pac. Islander	81	54	70	46	151
	White	2,625	58	1,912	42	4,537
	Total	14,060	57	10,553	43	24,613
Senior High	Amer. Indian/ AK Native	61	50	61	50	122
	Asian	720	57	552	43	1,272
	Black	4,493	56	3,505	44	7,998
	Filipino	269	55	219	45	488
	Hispanic	7,643	60	5,140	40	12,783
	Pac. Islander	58	54	50	46	108
	White	3,578	56	2,775	44	6,353
	Total	16,822	58	12,302	42	29,124
	Grand Total	30,882	57%	22,855	43%	53,737

Table 15

Number and Percentage of Nonregular School Transfers by Type of School, Ethnicity, and by Sex, 1985-86

Type of School	Ethnic Group	Male N	Male %	Female N	Female %	Total
Handicapped	Amer. Indian/ AK Native	1	100%	0	0%	1
	Asian	0	0	2	100	2
	Black	23	79	6	21	29
	Filipino	0	0	1	100	1
	Hispanic	12	57	9	43	21
	Pac. Islander	0	0	0	0	0
	White	4	50	4	50	8
	Total	40	65	22	35	62
Continuation	Amer. Indian/ AK Native	5	56	4	44	9
	Asian	16	70	7	30	23
	Black	303	57	226	43	529
	Filipino	22	73	8	27	30
	Hispanic	513	63	302	37	815
	Pac. Islander	5	83	1	17	6
	White	484	61	308	39	792
	Total	1,348	61	856	39	2,204
Opportunity	Amer. Indian/ AK Native	3	100	0	0	3
	Asian	7	78	2	22	9
	Black	164	51	158	49	322
	Filipino	4	67	2	33	6
	Hispanic	117	44	150	56	267
	Pac. Islander	3	100	0	0	3
	White	90	68	42	32	132
	Total	388	52	354	48	742
Schools of Choice	Amer. Indian/ AK Native	6	38	10	62	16
	Asian	53	55	44	45	97
	Black	226	41	327	59	553
	Filipino	11	48	12	52	23
	Hispanic	169	44	212	56	381
	Pac. Islander	0	0	1	100	1
	White	199	48	218	52	417
	Total	664	45	824	55	1,488
	Grand Total	2,440	54	2,056	46	4,496

APPENDIX B

Transfer Record Form

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

Transfer Record

School_____ Loc Code_____ School/ Month_____ Year_____ Page____of____ Pages

Student Name(last,first,MI)	Birthdate Mo-Day-Yr	Grade	Sex (M-F)	Ethnicity Code*	Leaver Code**	Reason Code	Date Left Mo-Day-Yr	Loc. Code of LAUSD School Transferred to

* & **, see reverse

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Student Name(last,first,MI)	Birthdate Mo-Day-Yr	Grade	Sex (M-F)	Ethnicity Code*	Leaver Code**	Reason Code	Date Left Mo-Day-Yr	Loc. Code of LAUSD School Transferred to

*Codes for Ethnic Groups

1 = American Indian/ Alaskan Native
2 = Asian
3 = Black, not Hispanic
6 = Filipino
4 = Hispanic
7 = Pacific Islander
5 = White, not Hispanic

**Leaver Codes

L1 students leaving one class for another within the same school
L2 leaving one LAUSD school for another
L3 leaving a district school for another public school in California
L4 leaving a district school for a nonpublic school in California
L5 leaving a district school for a nonpublic school in another state or country (There is no L6 category.)
L7 leaving a district school with a Certificate of Proficiency: graduating as 9th or 12th graders
L8 leaving a district school for an unknown reason

Person at School to call _____ Phone No. _____ Signature of Principal _____

APPENDIX C

Reason for Leaving School

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of the Associate Superintendent, School Operations

MEMORANDUM NO. 27
April 17, 1986

SUBJECT: CODED REASONS FOR LEAVING SCHOOL AS TRANSFER OR DROPOUT

I. Introduction

II. Reasons for Leaving School As Transfer or Dropout

III. Instructions on Using Coded Reasons

I. INTRODUCTION

Californians have expressed growing concern over students who leave school without graduating. Legislators have responded with laws that support special dropout prevention programs, and that require annual reporting of dropout data. In October 1986, all districts must report their dropout counts for 1985-86.

Schools in LAUSD are already reporting monthly on their dropouts and transfers, as directed in Bulletin 19 (August 1, 1985: "Student Dropout Data Collection System"). Memorandum 27 supplements Bulletin 19 with a district-adopted list of coded reasons why students leave school as transfers or dropouts. It also offers instructions on using the coded reasons in ongoing monthly reports.

Please note that the law now requires all California secondary schools to report their dropout counts annually. Monthly reports will be summarized at year end and reported for each school the following October as part of the Annual School Program Survey (CBEDS).

over

rev. 4-22-86

II. REASONS FOR LEAVING SCHOOL AS TRANSFER OR DROPOUT

A. Coded reasons for L2-L5 Leavers

1. Residence change
2. Inaccurate residence information
3. Special education assignment
4. PWT assignment
5. Magnet/alternative school assignment
6. Satellite zone assignment
7. Capacity adjustment assignment
8. Statement of residence
9. Interdistrict permit
10. Bilingual-ESL program assignment
11. Direction of superintendent
12. Regular permit
13. Sibling permit
14. Elementary school child care permit
15. Medical permit
16. Prospective residence change permit
17. (Any) permit termination
18. Opportunity transfer (O.T.)
19. Expulsion
20. O.T. termination
21. Expulsion reinstatement
22. Continuing enrollment permit
23. Other (must specify)
24. Matriculation option permit
25. Permit reinstatement

B. Coded reasons for Dropouts

50. Low achievement (poor grades or failed competency test)
51. Marriage
52. Needed at home (under 18)
53. Pregnancy
54. Low motivation/interest
55. Overage (18 or older)
56. Training, not leading to a diploma
57. Work
58. Armed forces
59. Poor attendance
60. Family problems
61. School adjustment problems
62. Personal illness
63. Institutionalized pupil
64. Whereabouts unknown
65. Death
66. Dissatisfied with school
67. Did not return after summer
68. Lack of appropriate curriculum
69. Economic reasons
70. Religion
71. Parental influence
72. Poor student/staff relationships
73. Poor relationships with fellow students

C. Reports That Require Coded Reasons

- computer printout called Record of Transfers
- L8 withdrawal follow-up report (printout)
- Dropout Student Data Report, checkout (senior high options schools)
- Transfer Record (senior high option schools)

continued

III. INSTRUCTIONS ON USING CODED REASONS

School staff responsible for reporting student dropout data should:

- record reason for leaving on all dropout data collection forms that request reasons. Write the numerical code in the column or space provided. Example: for a student who withdrew because of personal illness, enter code 62.
- enter the reason that best describes why the student transferred or dropped from school.
- use codes 1-25 for L2-L5 leavers.
- use code 23, Other, only if no other reason fits the student's situation. Code 23 must be accompanied by a statement that explains the reason for leaving.
- use codes 50-73 for dropouts and L8 leavers. The Budget Division definition of L8 withdrawal has been adopted for dropout data collection. This definition describes L8's as "unknown, deceased, medical exemptions when students will not be receiving any instruction, and placement in juvenile hall or detention facilities."
- use code 64, Whereabouts Unknown, when staff cannot determine students' whereabouts. This reason must not be used as a catch-all category.

For assistance on using the coded reasons for leaving school, please call Dr. Bill Renfroe, Coordinator, Research and Evaluation Branch, at 625-6207.

APPROVED: SIDNEY A. THOMPSON, Associate Superintendent, School Operations

This request for information has been acknowledged by the Office of the Deputy Superintendent. MRA

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- Region and Division Superintendents

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